Pemetaan Model Kerjasama PTN BLU Berbasis IKU 6 dalam Peningkatan Invome Generating Menuju Kemandirian

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ABSTRACT

Professional PJOK teacher collaboration must have four competencies, namely pedagogic competence, personal competence, professional competence, and social competence. The main task of the PJOK teacher is to plan lessons, carry out learning, and assess learning processes and outcomes. Lesson planning in particular is part of pedagogic competence, and this must really be made systematically, but in reality PJOK teachers have not done what they should to lead to innovative learning. This study aims to determine the competence possessed by PJOK SMP teachers in Yogyakarta City in planning innovative learning. The research method used was a survey method with a Google form to determine the competence of PJOK SMP teachers in Yogyakarta City in planning innovative learning. The research population was 30 junior high school PJOK teachers in the City of Yogyakarta and all were used for research, so it was a population study. The instrument used is a standard instrument used in PPG (Teacher Professional Education) activities, namely an instrument for evaluating lesson plans. Data analysis using quantitative description analysis then concluded. The temporary results and conclusions show that the competence of Middle School PJOK Teachers in the City of Yogyakarta in planning innovative learning is in the medium category.

Kata Kunci: *coolaboration, indikcator priority*